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# The Financing of Outdoor Education in Eight Public School Districts of Washington State

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THE FINANCING OF OUTDOOR EDUCATION IN  
EIGHT PUBLIC SCHOOL DISTRICTS  
OF WASHINGTON STATE

---

A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Jan Ernesto Baldi  
August, 1967

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APPROVED FOR THE GRADUATE FACULTY

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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS

#### I. THE PROBLEM AND ITS IMPORTANCE

Statement of the problem. Many school districts throughout the United States are providing an outdoor education camping experience for all the children in their district. It is hoped that more school districts would participate in such programs if the knowledge of how they are financed is made available.

It was the purpose of this study to determine the policies and practices of financing the outdoor education programs of eight public school districts within Washington State with the idea of presenting the information in such a way that other school districts may profit from the information and embark upon an outdoor education program of their own.

Scope and limitations of the problem. This study was concerned with eight of the leading outdoor education school camps which have been organized by public school districts in the State of Washington. The data accumulated answers the following questions: (1) What is the school district's philosophy concerning outdoor education? (2) What type of outdoor education program is

offered? (3) What does it cost to operate the outdoor education program? and (4) What is the source of income for the program?

Need for the study. An extensive amount of research revealed an almost complete lack of information regarding the financing of outdoor education school camps in Washington State. With outdoor education becoming more prevalent in the curriculum of the modern public school, it is believed by the writer that information of this type is of paramount importance if the public school is to provide facilities at a maximum benefit to the public its schools serve.

Procedure of the study. The eight districts chosen for this study were recommended by Byron Hailey, Supervisor of Education and Consultation of the Washington State Parks and Recreation Commission, as being worthy of such a study because of the program reputation that these districts have built and maintained.

An introductory letter was written (see appendix A) to the camp director, or individual responsible for the camp program, stating the problem, the importance of the study, and requesting cooperative participation in an interview. Included with this letter was a postal card (see appendix B) with suggested dates and times for

interviews, thereby, allowing the individual to indicate his most convenient time.

After a positive response was acknowledged from the first letter, a second letter (see appendix C) was written a week prior to the interview thanking the individuals for their cooperation, and giving them essence of questions that would be asked so that they would have the necessary data available during the interview.

Personal interviews were held within the local district during which pertinent information was obtained via the questionnaire (see appendix E). Following the interviews, letters of appreciation (see appendix D) were sent thanking the individuals for their time and assistance.

## II. DEFINITIONS OF TERMS USED

Site. The site is a parcel of land that has been provided for the purpose of giving children experiences that contribute toward positive attitudes in conservation and recreation.

Resource person. A resource person is an individual who, because of his education background or experiences, is a specialist in an area of knowledge that is pertinent to conservation education or recreation.

Camp season. The camp season is the total length of time all the children of one particular school district inhabit camp each school year.

Session. A session is the period of time that one group of children attend camp.

Philosophy. Philosophy refers to the broad general objectives and principles that each school district desires to impart in each student who takes part in camp.

Camp. The term camp shall be used in this study to refer to the geographical location or site at which the outdoor education program functions.

Outdoor education. All learning experiences that occur in the out-of-doors, including social as well as academic experiences, are considered outdoor education.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

There is a lack of literature on the financing of public school outdoor education programs. Therefore, a survey of related literature was conducted and includes: (1) historical overview, (2) legislation, (3) summer resident camp financing, and (4) trends in outdoor education.

Historical overview. "Camping, as a learning environment, is slowly but surely making inroads on the educational scene (4:3)." The first organized school camping program took place in 1861 when Frederick W. Gunn and his wife took the entire student body of the Gunnery School for boys on a camping trip and moved his organized school outdoors for practical lessons (35:3).

Since then educators have begun to realize the potential and unlimited learning experiences for child development in the out-of-doors. As L. P. Sharp (35:5) has so aptly put it:

That which can best be learned inside the classroom should be learned there; and that which can best be learned through direct expression outside the classroom, in contact with natural materials and life situations, would there be learned.

But as feasible as it sounded, before the school administrators would allow such an addition as outdoor education to the curriculum, it had to be proven that a camping environment could be of equal or greater educational value as the same period of time spent in the classroom (4:3).

Among the early experiments (1930's and early 1940's) to prove the educational values of camping were: (1) the Kellogg experiments in cooperation with the Battle Creek Schools, and the Highline Schools of Washington, (2) the Life Camps experiment under the director of L. B. Sharp, (3) the San Diego City-County experiment, and (4) the George Peabody College experiment. These trials proved so educationally sound that all of them are being continued in some form today (4:3-5).

The pilot programs became so effective that the plan usually extended within the school system and soon spread rapidly to other school districts. To illustrate this the number of school districts having outdoor classrooms reported in states in 1962 include: California-200; Michigan-75; Wisconsin-40; Ohio-25; Illinois-25; Massachusetts-20; and other-9 (8:137).

Today the public support and demand for outdoor education has become such that Michigan, California,



Minnesota, and New York have enacted legislation enabling school districts to acquire and operate camps for educational and recreation purposes; most other states could do likewise under existing statutes (8:137).

Legislation. Legislation pertaining to outdoor education is extremely limited. Therefore, legislation concerning outdoor recreation and related topics is included because, if properly handled, this legislation could be applied in some manner to outdoor education.

Washington State legislation guarantees the establishment of outdoor recreation programs by allowing:

1. School districts independently, or in conjunction with the United States or local government agencies, to acquire any land within the state for recreational facilities or public camp purposes (32:162).
2. School districts the power to enter into any contract with any organization for the purpose of conducting a recreation program (32:162).
3. School districts to be authorized to maintain public camps anywhere within the state (32:162-63).

For school districts operating in conjunction with counties for the purpose of recreation, Public Law 88-29 (34:9) may be of assistance. This law established the Bureau of Outdoor Recreation with the purpose of coordinating the recreation programs of some twenty-nine federal agencies. It provides technical assistance and advice for those interested in establishing a parks and recreation program for the first time, or for long-established programs.

The Housing and Urban Development Act of 1965 (Public Law 89-117) can be of possible assistance to school districts located in densely populated urban areas that lack park-like areas to study natural living things. Through this act land can be purchased and cleared in built-up areas for open space needs where the needs cannot be met otherwise.

Such programs can include items such as street landscaping, park improvements, tree planting, and the upgrading of malls and squares. Grants, ordinarily, cannot exceed fifty per cent of the cost over and above the previous average expenditures for such activities; however, there is authorized five million dollars for a demonstration grant program to encourage experimentation and innovation under which grants can cover up to ninety per cent of cost (20:14-15).

Acquiring land for recreation is provided by The Federal Land Policy of 1962.

It was adopted to permit state and local governments desiring to create new parks and recreation

areas to purchase or lease such areas from the federal government. Land managed by the Bureau of Land Management of the Department of the Interior may now be purchased for \$2.50 an acre or leased for twenty-five cents an acre per year for such purposes. County and local governments may obtain up to 640 acres a year. States may acquire up to 6,400 acres for state parks involving not more than three sites. The public lands subject to this new policy are located mainly in the eleven Western States (26:8).

The Elementary and Secondary Education Act of 1965, Title III, is possibly the most functional legislation regarding outdoor education. This Act is being employed by at least two school districts in Washington State (Ellensburg and Shoreline) to improve or initiate a program of outdoor education.

Title III provides for a five-year program for supplementary educational centers and services. The centers will serve three basic functions: (1) to improve education by enabling a community to provide services not now available to the children who live there; (2) to raise the quality of educational services already offered; and (3) to stimulate and assist in the development and establishment of exemplary elementary and secondary school programs (27:53).

If a school district does not have an outdoor education program, it is entirely possible that through Title III such a program can be initiated--because "practically any educational service not available in the local school may be supported under Title III (27:55).

Summer resident camp financing. In January of 1967, Camping Magazine (2:15-18) presented a study of

cost analysis of four selected resident camps (two agency and two private) which were considered to be well above average in management and operation. The data were presented in great detail, but it will be summarized in this study for the purpose of comparison.

Because the camps vary in length of sessions, number of sessions, and number of children, the most manageable figure to use for comparison is the number of camper-days (derived by multiplying the number of campers times the number of days they attend camp). Only two items have been computed for the four camps.

	Tuition fee per camper-day	Expenses per camper-day
Camp A (agency)	\$ 5.03	\$ 7.54
Camp B (agency)	7.54	9.76
Camp C (private)	9.97	8.74
Camp D (private)	15.00	13.35

It should be noted that in none of the above camps was the tuition fee the total source of income, but it was a larger portion of the income in the private camps than the agency camps.

Trends in outdoor education. A quotation from Trends in American Living and Outdoor Recreation most adequately expresses the trends in outdoor education.

There is every reason to believe that the outdoor classroom idea will continue to develop rapidly inasmuch as it makes an essential contribution to the learning process. It is estimated that the eight hundred school districts which already have such programs involve more than a quarter of a million boys and girls, and it is conceivable that this number could be multiplied ten times by 1976, judging from the present rate of growth. This would mean that a sizable portion of the population would have a background for developing continued interest in outdoor activities, which would have a great impact on the need for additional outdoor resources. Fortunately, with this kind of education there would be the best guarantee that people would know how to properly use these resources and protect them for future generations (8:139-40).

### CHAPTER III

#### THE FINANCING OF OUTDOOR EDUCATION

This chapter contains information compiled from interviews with personnel of eight school districts in Washington State who conduct resident outdoor education programs. The following is a list of those interviewed:

<u>Name</u>	<u>Title</u>	<u>District</u>
Con Lautensleger	Elementary Principal and Director of Outdoor Education	Cashmere
Carl Precht	Director of Elementary Education	Omak
Henry Turik	Assistant Professor of Physical Education and Camp Director	Ellensburg
Larry Hill	Sixth grade teacher and Camp Director	Auburn
Albert C. Brown	Deputy Superintendent	Kent
Jill Matthies	Coordinator of Conservation Education	Bellevue
Larry Squire	Sixth grade teacher and Camp Director	Edmonds
Austin Huhn	Director of Attendance and Conservation Education	Highline

This chapter has been divided into individual school districts, each with further subdivisions of (1) philosophy, (2) camp site, (3) camp session data, (4) cost

of outdoor education, and (5) conclusion. There is a concluding section summarizing the findings.

## I. CASHMERE SCHOOL DISTRICT

Cashmere is a community of 2,500 inhabitants and is located eight miles northwest of Wenatchee in the Wenatchee River Valley. The prime occupation of the people of this community is, directly or indirectly, associated with the orchard business. The total student enrollment in the Cashmere School District is 1,125 (31:25).

General philosophy of the outdoor education program. The Cashmere School District does not have a statement regarding the philosophy of its outdoor education program. However, in a letter sent to the parents of each sixth grade child, there is a statement of the purpose of the outdoor education camp.

The outdoor education program is designed to promote conservation of our natural resources, a topic today of considerable interest to our nation. Students are exposed to ideas on conservation in the classroom during the weeks prior to attending camp. The camp program then allows the students to observe and learn first-hand how these ideas are put into practice.

Contrary to many opinions, the camp is not a fun-time camping trip, but rather it should be described as an extension of the school classroom, where instruction takes place in natural surroundings. For this program we have been able to supplement our faculty with many specialists in the conservation field.

In the interview with Con Lautensleger, Elementary School Principal and Director of Outdoor Education (17), it was stressed several times that the children were under constant surveillance with a rigid schedule to maintain--thereby eliminating any unauthorized play. The school district believes this inflexible schedule gives more time to study the natural resources in the natural setting.

Camp site. The camp site is located only thirty-four miles from Cashmere on Lake Wenatchee. It is a Young Men's Christian Association camp leased to the Cashmere School District for the camping season, which is the second or third week of May each year. Although the site is situated on the lake, the children are not allowed to fish or swim because of safety measures.

Facilities available include: (1) the main lodge which contains one small classroom, kitchen and dining hall--the latter capable of holding 150 people and invaluable when the entire group gathers together; and (2) fourteen closed-type cabins, each having its own fireplace and sleeping eight children.

Camp session data. According to Con Lautensleger, conservation receives major emphasis in the sixth grade curriculum. A total of nine weeks are spent in activities pertaining to conservation--these nine weeks are divided



so that seven are used in camp preparation, one week at camp, and the remaining week left for evaluation and summary. Last school year (1966-67) one hundred children were involved in the five-day camp program at Lake Wenatchee.

The staff included: (1) the four classroom teachers of the children, with one of these teachers acting as the site director; and (2) four parents and four student teachers, all of whom are counselors with the teachers, and who also attended three briefing meetings prior to camp. The student teachers are in charge of all physical education activities at camp.

Cost of the outdoor education program. The Young Men's Christian Association charges the Cashmere School District ten dollars per child for the five-day session--four nights with food for four and one-half days. This is the only fee incurred for the camp program. Cooks, food and lodging are included in the ten dollar fee. The school district provides the transportation.

In case of an accident or emergency, there is a telephone available and two cars to transport the injured to the Leavenworth Clinic for doctor's care. In addition, one teacher has been trained in first aid and has access to a cabin with first aid supplies.

Every child who attends camp must be covered by an insurance policy. This fee is paid by the parents and has usually been acquired when the child entered school--as all children who participate in physical education are required to have insurance. Using the insurance plan issued through the Cashmere School District, each child pays only \$2.75.

Conclusion. The financing of the Cashmere School District's outdoor education program is the least complex of all school districts interviewed for this study. The income is one thousand dollars, or ten dollars per child. All other items of expense are donated. Teachers do not receive additional salary, but they want to attend to give the children in their classes the outdoor learning experience.

## II. OMAK SCHOOL DISTRICT

The Omak School District is located in north central Washington in the Okanagon River Valley, and forty-five miles south of the Canadian border. The Omak School District's total population is 5,500--the majority of these people living within the city limits of Omak. The total student enrollment in the Omak schools is 1,432 (31:56). The occupation of the inhabitants of this

community is primarily small business, but also included are orchard owners, ranchers, loggers, and millworkers.

General philosophy of the outdoor education program. The philosophy of the Omak School District outdoor education program is expressed by a mimeographed paper that states the following general objectives:

- A. Social living
  - 1. Opportunity for democratic participation in the camp community
  - 2. Working and planning with others
  - 3. Recognition
  - 4. Understanding and respect for others
- B. Healthful living
  - 1. Experiences with food, shelter and clothing
  - 2. Problems of sanitation
  - 3. Environmental controls
  - 4. Mental health
- C. Recreational living
  - 1. Outdoor sports
  - 2. Folklore
  - 3. Working with native materials
  - 4. Story telling
  - 5. Group singing
- D. Conservation education
  - 1. Understanding of physical environment
  - 2. Understanding of natural resources
  - 3. Experiences with:
    - a. Plants
    - b. Birds
    - c. Animals
    - d. Soil
    - e. Rock
    - f. Minerals
    - g. Weather

Other examples of the district's philosophy were obtained in the interview with Carl Precht, Director of Elementary Education (25). The Omak school camp, Camp Disautel, is somewhat different than other school camps

in Washington State for two reasons: (1) the camping experience provided for the children is more primitive, and (2) through the use of sociograms and discussions before attending camp, the group works to improve personal relationships. Therefore, these two ideas, although not mentioned in the general objectives, reinforce this unusual outdoor education program of the Omak School District.

Camp site. Camp Disautel, before becoming a school camp, was the site of a railroad logging camp. The camp is located seventeen miles east of Omak on a one hundred-sixty acre tract of rolling hills covered with pine trees. The name given the camp was chosen by the children and was the name of the now historic railroad logging camp--and, it is said to be that of an old friendly Indian chief that had lived in the area.

Facilities on the site are a minimum--which is the desire of the school district for their camping program. Only two permanent buildings are on the location--a dining hall and kitchen, and an education building. There are eight tent frames covered with surplus army tents--each sleeping eight children on cots. Four outdoor lavatories complete the facilities.

Camp session data. Last school year (1966-67) the Omak School District sent 116 sixth grade children to school camp. Because of the school district's small size, it was possible to accommodate one class (twenty-eight to thirty pupils) at each five day session. The sessions usually begin about mid-April and continue four weeks until mid-May. This may vary according to the number of sixth grade classes.

In reality the camp program begins in January with a meeting of all resource people and teachers to discuss the coming camp season. The specific purposes of this meeting are: (1) to acquaint the new people, both teachers and resource people, with one another and the program; (2) to obtain vocabulary lists with which the children can become familiar before camp; and (3) to prevent overlapping by various resource people. Beginning in January the children, too, are prepared for camp with activities that can be developed in the classroom.

During the actual camping experience, an unusual activity occurs on Monday evenings that helps develop the previously mentioned objective involving personal relationships. A group discussion with the children is led by a panel of four young adults under thirty years of age--a discussion whose main purpose is to have the children analyze their own behavior, and the way it

affects not only other people, but other living things in their environment. The school district anticipates that this activity sets the guidelines for expected behavior for the remainder of the camping session and future life.

The highlight of each session of Camp Disautel is the Wednesday field trip to Grand Coulee Dam. On the return ride the students visit the grave of Chief Joseph--who on occasion is a distant relative of some of the Indian children in the class.

Cost of the outdoor education program. The cost involved in operating Camp Disautel is minimal when compared to other districts interviewed for several reasons:

1. The site belongs to the Omak School District and was given as a gift from a private organization.

2. Facilities: water is taken from a spring, the garbage is hauled, and there are only two buildings to maintain.

3. The personnel: only the home room teacher, a cook, and the camp director (sixth grade teacher from the district) are on the site. There are no counselors; a student tent leader is appointed by the teacher through the use of sociograms, and the children are responsible for their own behavior.

4. The camp director is a licensed school bus driver, and therefore, the cost of transportation is lowered.

5. The children are given a physical examination by the school nurse before the camp session, and she is on call in case of an emergency during the operation of camp.

6. Wednesday evening is parents' night; if the parent remains for dinner, he must buy his meal. Seventy-five cents for adults and fifty cents for children is the cost, which helps to defray camp expenses.

The following is the budget for the operation of Camp Disautel for 1967:

Revenue

Fees - \$7.50 times 113 children (three children could not pay)	\$ 847.50
Family dinners	<u>104.12</u>
Total	\$ 951.62

Expenses

Food	\$ 546.10
Cook's salary	240.00
Camp director's salary	200.00
Substitute teacher (three weeks for camp director)	<u>500.00</u>
Total	\$1,486.10

Cost to Omak School District (total expenses minus total revenue)	\$ 534.10
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It must be noted that the cost to the district does not include the expenses of the bus (gas and maintenance), or the expenses of maintenance to the site. The latter expense of maintenance to the site amounts to one man employed fifteen days; this employee is often a person of the job corps or the welfare department.

Conclusion. Sixteen years ago the Omak School District began a pilot program in outdoor education with the purpose of demonstrating to the parents a program that would provide experiences that could not be accomplished in the classroom. Today the parents support this program completely--a program that they believe provides a maximum of experiences at a minimum of cost to the children and the district.

### III. ELLENSBURG SCHOOL DISTRICT

Ellensburg is located just east of the Cascade Mountains in the Kittitas Valley of central Washington. Central Washington State College is located in Ellensburg and it is chiefly because of the college that the Ellensburg School District has an outdoor education program--even though the program offered does not include the entire school district.



Because the Physical Education Department of Central Washington State College is responsible for the outdoor education program, it was necessary to interview Henry Turik, Assistant Professor of Physical Education (3), and camp director. The information received from him, plus material printed by the former camp director, Helen McCabe, has been the basic source of the information. It should be here noted that this program is not the program that was referred to in Chapter II as being offered under Title III of Public Law 89-10.

General philosophy of the outdoor education program. A written statement of the philosophy is not available at present. However, in the Report of School Camp (1965), written by Helen McCabe, a statement is given of the general purpose of camp:

The School Camp Program is designed as an extension of the regular class curriculum for the fifth and sixth grades to stimulate new interests in subject areas, provide practical knowledges and understandings of conservation, outdoor science, and appreciation for our natural resources. The entire day, rather than the regular school period of six hours, provides a learning climate for the camper and at the same time the counselor, who is the future leader and teacher, is able to observe, gain a better understanding of learning processes for the child in an environment which is controlled and geared to his needs and interests.

Enthusiasm, fun, joy of friendly comradeship of all ages, planning and working together, provide an increased motivation of interest seldom seen or experienced in the traditional classroom. The teacher also gains an improved relationship with the camper break-

ing down many of the barriers which arise in the confined and limited climate of the classroom. A primary objective of the program has always emphasized the importance of learning new things which can only be learned in the camp setting and leaving those games and learning skills which are associated with school back home (examples: baseball mitts, radio, films, etc.).

In addition to this general purpose of camp, Henry Turik feels that the program has two purposes: (1) to train future camp counselors and camp administrators in concrete experiences with children in the outdoor environment, and (2) to give some fifth and sixth grade children in the Ellensburg School District the opportunity of learning both recreational and conservation activities outside the classroom.

Camp site. Camp Illahee is the site for the Ellensburg School District outdoor education program. It was originally founded as a Camp Fire Girls' Camp, but has now been transferred to a nonprofit organization with a representative from the Camp Fire Girls included on the board of directors. The site is located thirty-four miles from Ellensburg on the middle fork of the Teanaway River. This location offers a fine natural environment for the study of forestry, natural history, geology, and the appreciation of natural beauty.

Facilities offered by Camp Illahee include the main lodge, which contains a dining hall with fireplace,

kitchen, and nurse's headquarters; eight A-frame cabins with a capacity of twelve children each; and one large A-frame cabin with complete restroom facilities.

Camp session data. The camp program in Ellensburg began ten years ago as a cooperative effort between the recreation division of the Department of Physical Education, Central Washington State College, and Hebeler Elementary School (the college elementary school). In 1964 the program was expanded to include the Cascade Elementary School. Last year (1966-67) 105 children attended camp--with thirty-seven coming from Hebeler Elementary School, and the balance from Lincoln Elementary School in Ellensburg. Most of the children attending camp are sixth graders, although many of the Hebeler Elementary School children have had two exposures to camp since both the fifth and sixth grade children attend each year.

The college students who attend camp as counselors are members of Recreation 449, a three credit class. According to Henry Turik, the purpose of this class is to give these college students a combination of theoretical and practical experiences. This is accomplished through eight weeks of classroom learning and four weeks of practical training. The practical training involves a two-week pre-camping session of working with the children in

the classroom, a week at Camp Illahee, followed by a one-week explanation follow-up in the classroom.

This year (1967) two four-day sessions were held. The children left for camp on Tuesday mornings spending four days and three nights at camp. During camping sessions the college counselors are responsible for the recreational activities, while the resource people from the various governmental departments are accountable for the knowledge pertaining to conservation.

The personnel on the site are: (1) the director who is a college instructor; (2) three cooks; (3) the teacher whose class is attending camp (the teacher is only an observer); (4) nurse who is on loan from the college infirmary; and (4) one college counselor per eight school children.

Cost of the outdoor education program. The largest item of expense in the Ellensburg School District outdoor education program is food and its preparation, which amounted to \$1,053.77 for eight days in the 1967 school year. Rental of Camp Illahee costs fifty cents per person per twenty-four hours. The revenue needed to reimburse these expenses is derived from a variety of sources: (1) student fees; (2) each school's contribution, and (3) college's contribution. The 1967 budget is

listed below to give a more adequate perspective of Camp Illahee's financial operation:

Revenue

Hebeler Elementary School

Fees (\$10.00 times 37 children)	\$370.00	
Scripts* (\$.25 times 37 children)	9.25	
School's contribution**	<u>34.00</u>	
Total		\$ 413.25

Lincoln Elementary School

Fees (\$10.00 times 68 children)	\$680.00	
Scripts (\$.25 times 68 children)	17.00	
School's contribution	<u>66.00</u>	
Total		\$ 763.00

Central Washington State College

Physical Education and Recreation Department contribution		<u>\$ 141.70</u>
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Total income		\$1,317.95
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\*Money is collected for candy at the same time the fees are collected, thereby eliminating the need for children to have money while at camp.

\*\*When an estimate has been made of the total expense and the amount of deficit is derived, this sum is then divided between the college and the participating schools. The college assumes half the balance--the other half being divided between the schools, depending on the number of children attending camp.

Expenses

Camp rental	\$.50 per person per night	\$ 202.50
Food		693.77
Cooks' salaries		360.00
Camp store (candy)		25.53
Travel expense		10.90
Supplies		9.33
Telephone (estimate)		<u>15.92</u>
Total		\$1,317.95

Conclusion. Through cooperation of Central Washington State College and the Ellensburg School District, a program of outdoor education is being offered to a limited number of children within the district. This type of organization decreases the cost to only \$.91 per child to Ellensburg School District--while the total cost involved in sending a child to camp is \$12.54 for a four-day session.

This type program also offers the college counselors that participate the opportunity to receive on-the-job training for their future employment--receiving experiences that may prepare them more adequately in their endeavor to teach children enjoyment of the out-of-doors.

#### IV. AUBURN SCHOOL DISTRICT

The Auburn School District is located in the Green River Valley, twelve miles south of Renton. The total population of the district is near 68,000 with the total school district enrollment 7,360 students in 1965 (31:36). The Auburn School District claims to have the longest continuously operated outdoor education program in the state dating its beginning to 1949 with the use of the Tacoma Young Men's Christian Association facility located at Lake Tapps near Auburn.

General philosophy of the outdoor education program. Presently, there is not a written statement regarding the philosophy of the Auburn School District's outdoor education program. However, the general purpose of taking the children to the outdoor schoolroom is expressed in a letter to the parents' of participating students from the Assistant Superintendent, David C. Hartl, which states: "During their week at Camp Auburn, the curriculum will consist of nature study, conservation, camping skills, forestry work, and community living." This curriculum is maintained and reinforced by: (1) having the children in the out-of-doors environment close to nature; (2) bringing to the camp resource people from the Forest Service, Department of Fisheries, Game

Department, etc.; and (3) having the children exist twenty-four hours a day with other children of their own age group--living, working, and learning together.

Camp site. The camp is Camp Seymour, which belongs to the Tacoma Men's Christian Association, and is located on Lower Puget Sound about fifteen miles across the Narrows Bridge from Tacoma. It is one hundred-fifty acres located on a sheltered lagoon with ample forested area, nature trails, small wild-life, and salt water beaches.

Facilities available are one large combination lodge and dining hall, twelve semi-opened sleeping cabins--each having a capacity of ten campers with a wash basin and toilet, staff quarters, administration building, dock and boats.

Camp session data. In the last school year (1966-1967) the Auburn School District sent a total of 525 sixth grade children to camp. This occurred in a four week period commencing April twenty-fourth and ending May nineteenth. The sixth grade children were at Camp Auburn five days and four nights, while the high school counselors were at camp six days and five nights--the extra day being one of orientation.

The staff at the camp consists of: one director (who is a full-time teacher in the Auburn School District



and, therefore, a substitute teacher is hired to instruct his class during the camp session); two assistant directors (also teachers in the school district, who each work a two-week session); five teachers (the teachers of the children at camp); twelve counselors (high school girls and boys); and three senior counselors (who were counselors the previous year, and who assist as needed).

Cost of the outdoor education program. Each camper who attends camp in the Auburn School District has to pay a fee of \$10.00, which helps defray costs incurred for housing for four nights, thirteen meals, and coverage of accident insurance while at camp. This, together with revenue derived from the camp store (resale of pennants and candy), provides the total income available for the camp. Any deficit is paid by the district from the general fund. This amount has averaged 38 per cent per year for the past three years.

Charges involved in the lease between the Auburn School District and the Tacoma Young Men's Christian Association for a four week period are as follows: (1) one dollar per night per person up to one hundred people, or for over one hundred people to the capacity number of one hundred-thirty, the fee is seventy-five cents per person per night; (2) use of the YMCA truck for

transportation in and near the site is thirty dollars;  
 (3) gas is one hundred-twenty dollars; and (4) wood for  
 the camp fires is twenty-five dollars.

The Auburn School District's school nurse checks  
 each child prior to attending camp. She is not on duty  
 at the site, but is on call if an emergency should occur.

The following budget was proposed for the operation  
 of the camp program for the 1966-1967 school year:

Revenue (estimated)

\$9.00 times 566 (students)	\$5,094.00
PTA donations	150.00
Resale from camp store	<u>325.00</u>
Total	\$5,569.00

Expenses

Director's salary	\$ 600.00
Assistant directors' salaries	400.00
Instructional supplies	550.00
Camp rental	3,000.00
Other instructional expenses	150.00
Mileage (director and assistants)	200.00
Insurance for campers and staff (Health and accident, United Pacific)	90.00
Cooks' salaries (two)	1,000.00
Lunchroom costs (food)	<u>3,000.00</u>
Total	\$8,990.00
Anticipated deficit	- \$3,421.00

This deficit is reimbursed by the Auburn School District general fund.

Another factor not covered in the budget that the school district underwrites is the cost of transportation. It is forty-two miles one way to the camp site from the school district. Using fifty cents per mile for bus and driver, the cost is eighty-four dollars per week per bus.

In analyzing the budget for the past years (1960-61 through 1965-66), it was noted that the deficit ranges from a low of \$2,428.10 in the school year of 1963-64 to a high of \$3,011.94 in 1960-61. In 1960-61 the Auburn School District paid from operational funds \$9.04 for each pupil who attended a week of camp. This was the largest deficit in the history of the camp program, and was reduced to \$6.04 per child per week in 1966-67.

Conclusion. In 1949 the Auburn School District began its outdoor education program; and since that time a number of other school districts have also initiated such programs. Auburn has been able to retain its site and its program, keeping the costs very near the average (see chart, p. 63). According to Larry Hill, Director of Auburn Outdoor Education (13), the program began as an experiment and, at present, any suggestion to terminate the program would produce extreme opposition from the

public of the Auburn School District; they feel this is a very important part of their schools.

#### V. KENT SCHOOL DISTRICT

The Kent School District is located in the Green River Valley eight miles south of Renton. This is a fast growing industrial area in King County with the present total population of 40,000 people; the student population is currently 9,280 (31:40). The Kent Outdoor Education Program was located at the Highline School District's Camp Waskowitz, and the past four years Kent School District has been leasing a private camp near Tumwater, Washington.

General philosophy of the outdoor education program. The Kent School District has a list of objectives for its outdoor education program--quite similar to Auburn School District's objectives (see p. 29). However, in a letter to the parents about the outdoor education program, the superintendent of the Kent School District, C. W. Iles, expresses the reason for the Kent School District's offering such a program.

We have long recognized that there is much that can be learned from certain direct experiences not possible in a formal classroom situation. This is particularly true in conservation education...

The values of an outdoor education program are many: conservation education becomes more realistic;

there are many opportunities for applying arithmetic, language arts, social studies, and science, as well as, developing many desirable skills, attitudes and appreciations. Increased effort is being made to use this as a laboratory for biological and botanical sciences. Many of these experiences form the basis and motivation for classwork for many weeks to follow.

Camp site. The site is a private camp, Trails End Ranch, located six miles south of Olympia and about one-half mile east of the Olympia Airport. The ranch contains about 360 acres, on which is located a lake and a variety of wooded areas. The Deschutes River crosses the east end of the property. During the summer months the owner of the camp, Mrs. Helen Shank, operates a summer outdoor program for young people.

Facilities at Trails End Ranch include: ten cabins (five for boys and five for girls); a large lodge that has a kitchen, dining room and office space; teachers' cabin; and two classroom buildings. Recreation facilities include: a basketball court, volleyball court, baseball diamond, rifle range, horseshoes, swimming and boating areas.

Camp session data. The Kent School District sends sixth grade children to camp in the fall of the year (September eleventh to November nineteenth in 1966). The questionnaire to which the teachers respond each year after the camp season confirms that the majority of the

people involved in the camp program prefer the fall to the spring, because it is usually warmer and drier. In addition, the children have the experience of witnessing about forty thousand salmon migrating the Deschutes River each fall. Last year 650 children were involved in this program, and it is estimated that 850 will go to camp next school year (1967-68). The children arrive Monday afternoon after a tour of the Washington State capitol buildings and grounds, and remain at camp until Friday noon.

There are ninety to one hundred campers each week of camp, usually three classes of students. Besides the three classroom teachers, the staff consists of: (1) the camp director, Mrs. Barbara Hall, who is hired for the nine week period only, and who, according to Albert C. Brown, Deputy Superintendent (1), has a knowledgeable background in conservation plus has worked as director for several years; (2) a senior advisor--an individual who is usually a college student interested in recreation or outdoor education; (3) high school students who are cabin counselors, each responsible for twelve campers; and (4) resource people from the various governmental departments.

Cost of the outdoor education program. The largest item of expense in the Kent School District outdoor

education program is the leasing of Trails End Ranch. This private camp charges \$17.50 per person per week for the use of all facilities, housing, food, and food preparation. (The food preparation relieves the Kent School District of locating and hiring cooks for this short period of time.) In order to defray this expense, a fee of \$15.00 is charged each child who attends the Kent School District's outdoor education program. In addition, the high school counselors are each charged one dollar. These two sources account for the total income for the program. The additional funds needed are contributed by the Kent School District.

To give a more complete account of the finances of the Kent School District Outdoor Education Program, the 1967-68 proposed budget is presented.

#### Revenue

Fees	\$15.00 times 850 children	\$12,750.00
	\$1.00 times 90 high school counselors	<u>90.00</u>
Total		\$12,840.00

#### Expenses

Lease	850 sixth grade children	
	90 high school counselors	
	30 sixth grade teachers	
	<u>970</u> total enrollees times \$17.50	\$16,975.00

Expenses (continued)

Director's salary	\$ 1,750.00
Senior advisor's salary	765.00
Telephone	20.00
Travel	250.00
Truck service (18 trips-children's equipment)	450.00
Counselor orientation	200.00
Supplies and equipment	1,000.00
Additional teachers' salaries for attending camp (.005 factor for four days--this item is paid from the salary budget)*	<u>4,320.00</u>
Total expense	\$25,730.00
Cost to the Kent School District (total expenses minus total revenue)	\$12,890.00

\*This is the additional salary the classroom teachers receive for attending the outdoor education program with their students. Of interest is the fact that the money is paid out of the salary budget, yet appears as part of the expenses in the outdoor education budget.

Conclusion. Kent School District's outdoor education program has the greatest cost to the children and to the school district of the eight school districts surveyed. The four largest items in the budget are: (1) the lease, (2) additional teachers' salaries, (3) director's salary, and (4) supplies. The total cost to send a child to camp in this program is \$30.27; the Kent School



District pays \$15.27 per child. It costs money to give children an outdoor educational experience, and the people of the Kent School District are ready to meet the challenge for the experience.

## VI. BELLEVUE SCHOOL DISTRICT

"Bellevue is a town where last week's population figures are always out of date and probably will be for twenty years more" (7:52). The Bellevue School District is located east of Seattle with Lake Washington forming the western boundary.

General philosophy of the Bellevue outdoor education program. The Assistant Superintendent of Instruction, Roy R. Wahle, expresses one example of the Bellevue School District's philosophy in the high school counselors' booklet, Counselors' Guide to the Bellevue Outdoor School.

Conservation education in the Bellevue Schools is much more than the saving of a tree; rather, it is the saving of human beings. For surely as man becomes increasingly sensitive to his environment--to all the important problems which surround proper utilization of soil, water, plants and animals--he will also become acutely aware of himself and the conservation of his own great gift of life itself, of health and well being, personality and commitment.

Another example of the Bellevue School District's philosophy is expressed in a mimeographed paper defining

conservation, outdoor school, and the objectives of the outdoor school:

1. To instill an understanding of and an appreciation for the out-of-doors, including the inter-relationship of all living organisms and their surroundings.
2. To provide direct learning experiences leading to the development of attitudes and practices which are concordant with those of science and conservation.
3. To develop interests and skills concerned with the out-of-doors which could be utilized by individuals, families, and other groups.
4. To provide a democratic living experience with other children and adults.
5. To help students understand and practice safe and healthful living!

These two excerpts offer the idea of total objectives and philosophy of the Bellevue School District's outdoor education program.

Camp site. Through the thirteen year history of the outdoor education program the site has changed several times. The first camp (1954-55) was an overnight camp at Camp Terry, and the following year, an overnight camp was operated at Tokul Creek. This was the beginning of Bellevue's outdoor education program, as the following year, an even larger group attended. There were seven teachers, with both fifth and sixth grades included--some classes going to Orcas Island and others to Tokul Creek. The 1957-1958 school year brought the development of a district-wide conservation-education program at the site

of Highline School District's Camp Waskowitz. However, it was decided that two school districts functioning at the same camp site overloaded the facilities--and so, the camp was located in 1958-60 at Camp Armac near Bothell. But the program could only operate two and a half days to avoid overtaxing the facilities. Therefore, in 1960-61 the facilities of Lutherland on the shores of Lake Killarney were leased, which made it possible to have a four day outdoor activity.

Presently the Bellevue School District is operating its outdoor education program at three sites; as the program grew there became an increasing need for more room and a wider variety of study. During the 1964-65 school year a pilot project was initiated at Buck Creek located at the foot of Mount Rainier; this site is still being used. By 1966-67 the Bellevue School District was able to obtain the use of a seashore site, Camp Sealath, which enabled the fifth grade students to be involved with a more varied program. This same year (1966-67) a pilot program was begun at Flying Horseshoe Ranch located in Eastern Washington's Teanaway Valley, also giving the remainder of the children another environment to study.

The reasoning behind the pilot program at Flying Horseshoe Ranch is to have in the future an even more expanded outdoor education program so that each child will

have the opportunity to visit three diversified environments. The fourth grade is at the seashore, the fifth grade in the mountains, and the eighth grade in Eastern Washington--with the sixth and seventh grades being supplemented by outdoor experiences closer to the school, such as, outdoor art activities or using the outdoors as a stimulant for creative writing.

Buck Creek Camp and Conference Grounds is owned and operated by the Seattle Presbytery Council, located out of Enumclaw near the Chrystal Mountain Ski Area. Buck Creek is a site of forty-two acres at the end of a small valley overlooking a United States Forest Service cutting area. The land is within the Snoqualmie National Forest.

The lodge contains a large lounge room, a small lounge room, dining room, kitchen, meeting rooms, and ample sleeping area for 120 students. The large lounge is a general assembly area, and it is here that the fifth grade students will find books and materials they may use during their spare time. The small lounge serves as a high school counselors' room.

Three large meeting rooms are on the second floor of the lodge--all used as indoor work rooms in case of inclement weather. The second floor also has an equipment and first aid room. There are sleeping areas on both floors and each floor is designated as to boys or girls.

Camp Sealth is a Camp Fire Girls' Camp located on Vashon Island. Because of its location on the salt water, the children have the opportunity to study a salt water environment. There are also approximately 400 acres of wooded area with marked trails.

Facilities available are a large dining hall, another large building that serves as the main meeting area, and included a library and offices. The second floor of this building is used for classrooms, if needed, during unfavorable weather. The cabins are designed to house two groups of campers with a separated room for the two counselors.

Flying Horseshoe Ranch is a summer dude ranch located in Eastern Washington's Teanaway River Valley. The ranch has a large farm house that serves as a kitchen and dining hall, but because of the number of children (120) and the size of the facility, the two-shift method of serving meals has been employed. Also, the bunk house will only accommodate sixty to seventy children, and therefore, tents are erected to provide sleeping space for the balance of the children.

Camp session data. In the fall, during October or November, or in the spring during April, May or June, each fifth grade class in the Bellevue School District

participates in a four day outdoor education-conservation program; and, according to Jill Matthies, Coordinator for Conservation-Education (20), this program is receiving increased emphasis in the curriculum from kindergarten to the twelfth grade. In the fifth grade a concentrated study of conservation is made in the social studies and science curriculum to help the pupils discover that our way of living depends upon how we use our natural and human resources. For those children who attend in the fall, camp serves as an introduction to the area of study; and for those who attend in the spring, it is a culminating activity.

Last year 1,648 fifth grade children attended the fall and spring sessions. With the children goes one high school counselor for every eight grade school children.

Before a child may attend camp he must have some form of insurance--either private or through the school. Ailments such as cuts, bruises, and minor injuries are treated at camp. Well staffed hospitals are located in Ellensburg, Enumclaw, and Vashon Island; a doctor is on call for any emergency--and, if anyone should become ill, the parents are informed by telephone.

Cost of the outdoor education program. The Bellevue School District leases facilities from three different organizations: Camp Sealath from the Camp Fire Girls; Buck Creek from the Seattle Presbytery Council; and the private camp, Flying Horseshoe Ranch, from its owner. All three facilities are leased for the same fee--\$6.75 for food plus one dollar per night, or a four day total of \$10.75.

Income for the operation of the Bellevue School District's outdoor education program is solely from student fees of \$6.75 per child--which pays for the child's food only. The expenses incurred for transportation, supplies, instruction, and housing are paid by the school district. This then is the reason the student's fee is kept at a low rate in the Bellevue School District. In order to perceive a more accurate portrayal of the total financial perspective, the 1966-67 budget is presented.

Revenue

Student fees (\$6.75 times 1,648 children)	\$11,130.00
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Expenses

Supervisor's salary	\$ 8,810.00
Food cost	12,030.00

Expenses (continued)

Instruction expense		
Camp rental	\$7,500.00	
Supplies	2,860.00	
Travel	1,200.00	
Telephone	50.00	
Total		\$10,839.00
Teachers' compensation		2,794.00
Substitutes		750.00
Transportation		4,984.00
Equipment		<u>800.00</u>
Total expenses		\$41,007.00
Cost to the school district (total expenses minus total revenue)		\$29,877.00

Conclusion. The Bellevue School District is the only school district of the eight interviewed that included the cost of transportation in the actual budget. The total cost to send a child to camp is \$24.88, the school district paying \$18.13 per child and the child paying the balance of \$6.75.

Although the Bellevue School District has not had a traditional camp site year after year, it has provided the children of the district an outdoor experience for the past thirteen years--an outdoor experience that the district personnel are constantly attempting to improve.



## VII. EDMONDS SCHOOL DISTRICT

The Edmonds School District, located between Seattle and Everett, is also one of the larger districts in Washington State with a total enrollment of 25,682 students (31:67). The outdoor education program in the Edmonds School District is not, at present, a district-wide policy. If a particular sixth grade teacher would like to have his students have such an experience, he and the principal of his building develop their own program.

The Edmonds School District has twenty-six elementary schools, some operating programs in outdoor education, and others not. Rather than obtaining information from all the existing outdoor education programs in the district, one was chosen that has been in existence five years and directed by the same individual for the past three years. This program is given as a representative of what can be accomplished by individuals if they have a strong desire to give children an outdoor education experience. The program studied is one offered by Larry Squire, sixth grade teacher at Cypress Elementary School (29). It is almost totally self-sufficient--the only contribution by the district is the transportation of the children to and from the site.

General philosophy of the Cypress Elementary School outdoor education program. The general philosophy is given in terms of purposes and objectives to be fulfilled in the camping experience. The following list is procured from a mimeographed booklet distributed to each child who attends camp.

- I. To observe and study natural resources in our state
  - A. Plants and trees
  - B. Sea life
  - C. Minerals and rocks
  - D. Fisheries
- II. To observe and study the conservation methods
  - A. Soil
  - B. Forests
  - C. Sea life
  - D. Fire safety
  - E. First aid
- III. To improve our social relationships by
  - A. Living in groups
  - B. Teamwork
  - C. Practicing good citizenship
  - D. Making new friends
  - E. Participating in all activities
  - F. Accepting responsibilities
- IV. To stimulate interest and respect for the Pacific Northwest
  - A. Area history
  - B. Area geography
- V. To encourage and provide students with practical experiences in special interest areas
  - A. Rocks
  - B. Plant life
  - C. Insect collecting
  - D. Bird watching
  - E. Sea life
  - F. Photography
  - G. Art

In addition, Larry Squire has stated his main purpose in taking the students to the outdoors is to place

himself in a position to offer the children many new experiences that they have never had.

Camp site. For the past five years Cypress Elementary School camp site has been at Cornet Bay Group Camp, Deception Pass, Washington. Deception Pass is the salt water passage between Whidbey Island and Fidalgo Island. This area has been made into a state park and the group camp area is considered part of the state park facility; however, it is managed by the State Park Group Association of that area (Island and Skagit counties).

The facilities include sixteen cabins (eight for boys and eight for girls, each sleeping ten to twelve students on bunks with clean mattress covers); rest rooms; dining hall and kitchen; swimming pool (which is not used by the students); and playfield. The total site is located on the shores of Cornet Bay.

Camp session data. Last school year (1966-67) three elementary schools joined together for five days of outdoor education at Cornet Bay. They were all children of the sixth grades from Cypress, Woodway, and Snoline Elementary Schools. There was a total of one hundred-thirty campers--the largest group to camp together in the program's five year history. The date was the middle week

of May (May fifteenth through nineteenth), one chosen in the past and discovered to be convenient for all concerned.

Cost of the outdoor education program. The only obligation the Edmonds School District assumes in financing such a program is the transportation--one that can be costly, as it is over one hundred miles round trip. Costs are kept at a low level at this camp because many people donate their services. Last camping season the kitchen crew consisted of one grandmother and six parents; counselors for the cabins were four high school girls, five teachers and six parents; one parent was also a registered nurse who took care of any accident that occurred.

With the above mentioned assistance, minimal expenses are met in an exceptional manner. At the beginning of each school year the sixth grade children and their teacher initiate a fund raising campaign by showing three or four Walt Disney films throughout the school year, charging twenty-five cents for children or one dollar for a family. Each film is given two showings on Fridays at the school, one showing at 3:15 p.m. and the other, a family show, at 7:00 p.m. The children also make and sell popcorn at these events as there is little clean-up. This experience functions, not only as a fund raising

activity, but also gives the students a common goal of working together to acquire sufficient funds for camp. And camp is considered one of the highlights of elementary school. Mr. Squire has observed that the children appear to have a deeper feeling toward their part in attending camp than do the children in other sections of the district who's parents pay the cost of attending in the form of a total camp fee. The cost per child to go to camp is estimated by Mr. Squire to be ten dollars. The cost to each child of Cypress Elementary School for the camping program is two dollars and fifty cents--the balance financed by the fund raising campaign. The following is the 1966-67 budget for 130 students:

#### Revenue

\$2.50 times 130 students	\$ 325.00
Revenue from films	<u>975.00</u>
Total	\$1,300.00

#### Expenses

Insurance	\$ 33.50
Food	689.00
Rent	372.50
Instruction aids and supplies	<u>204.00</u>
Total	\$1,300.00

Conclusion. The educational content of the program offered the children of the Edmonds School District is much like other outdoor education programs--with the usual resource people coming to the site and offering lectures and demonstrations. The unusual factors in this program are: (1) the involvement of many parents as assistants, and (2) no cost to the Edmonds School District other than the transportation of the students to and from the camp site. A program of this type is only as successful as the people are energetic and cooperative in performing their duties. Because of the success of the program, these individuals deserve much credit; they are the children, parents, teachers and principals of Cypress, Woodway, and Snoline Elementary Schools.

Although no district-wide policy exists in the Edmonds School District, the possibilities are endless for those individuals who desire to provide children with an outdoor educational experience.

#### VIII. HIGHLINE SCHOOL DISTRICT

One of the largest populated school districts (31) in Washington State is the Highline District located south of Seattle. The district has a total population of nearly 160,000 people, according to a 1962 census taken by the

district. The total student population is 30,588 in grades kindergarten through twelve (31:38).

General philosophy of the outdoor education program. The Highline School District's philosophy regarding an outdoor education program is stated in their Teacher's Guide, Outdoor Education (17:7).

For a period of years educators and parents have been hearing about various kinds of outdoor education experiences, some of which have been carried on in the areas adjacent to the school building, and some which have taken students and their teachers further afield. There is nothing new about a method of education which simply consists of using the total environment outside the classroom for the purpose of doing a realistic and purposeful job of teaching. For many years field trips, excursions, and industrial trips have been accepted as a means of gaining first-hand knowledge of a community. Vocational agriculture has long been a necessary and vital part of the educational program in the present day secondary school. All of these experiences in which the resources of a community are utilized for laboratory purposes can be called outdoor education experiences.

The Highline Public Schools look upon these experiences in the out-of-doors as a significant development toward enrichment of the total school curriculum. The Outdoor School is simply a method of teaching. Direct experiences out-of-doors provide opportunities through which the classroom teacher can develop more effective learnings in all curricular areas--health, language, arts, science, arithmetic, social studies and other phases of the total curriculum.

The following are some of the basic principles in planning the program (17:8):

- (1) The program must provide direct experiences in democratic living and group cooperation.
- (2) There should be provision for informal self-government by the students to whatever extent their age and experience will permit.

(3) Emphasis in the program should be on doing instructional work rather than on observing other work.

(4) Activities should be, so far as possible, those which would not be possible at home, in school, or in the community.

(5) Skills in living out-of-doors should be developed.

(6) Where possible, the program should provide a laboratory experience in conservation of our natural resources.

(7) Students should have a choice in activities.

(8) The program should put emphasis on the appreciation and understanding of nature, the interrelationships between soil, vegetation, water, game, and man.

(9) Activities should include those which compel the students to observe accurately--to look and to see, not merely to look.

Preparation for camp. It should be noted that only sixth grade classes go to camp. According to Austin Huhn, Director of Attendance and Conservation-Education (15), camp is a culminating experience for the classroom work that has preceded. In the Teacher's Guide, Outdoor Education (17), circulated to each elementary school teacher by the district, there are listed suggested concepts and activities to be developed in grades one through five. An example of a Grade I concept in the topic of weather is: "There are many kinds of weather" (17:11). Activities to develop this concept are "to keep a weather chart and note daily weather changes" (17:11). With this type of experience growing and expanding each year, the child is usually well prepared for the actual field experience in the sixth grade.



Purchase of the site. Highline's Camp Waskowitz is probably one of the best known outdoor education public school camps in Washington State. The camp is located on a forty-three acre site east of North Bend in the foothills of the Cascade Mountains. The site was originally a Civilian Conservation Corps Camp. The acquisition of this facility by the Highline District is unique.

Prior to 1955 the Highline School District contained only one high school; and the student body of this school conducted many fund raising campaigns with the purpose of purchasing and maintaining an athletic field and stadium. The district grew, and with the addition of another high school, the stadium was purchased by the district from the student body of the original high school. This gave the student body a large sum of money.

During this same period of time the Camp Waskowitz site became available. This was fortunate for the Highline School District as they had been conducting a pilot program in outdoor education and were having difficulty obtaining a permanent site to continue this program. Rather than use school district funds to purchase the Waskowitz site, a loan was made from the student body of \$25,000 in order to make a down payment on the total purchase price of \$90,000. Since that time the camp has

been self-sufficient, repaying the student body, plus collecting one thousand dollars per year interest which is used for scholarships to individuals of Highline High School.

Facilities. The camp presently maintains the following facilities (17:32):

- I. Dormitories
  - A. Four sections of H-shaped buildings--each with complete lavatory
  - B. Each heated by an oil circulating heater
  - C. Bunks complete with mattresses
  - D. Each has three entrances--each end and at middle
- II. Office building
  - A. Five sleeping rooms and complete lavatory
  - B. Office room with oil heater
- III. Dining hall
  - A. Capacity--150
  - B. Sleeping rooms for cooks
  - C. Four heating stoves
- IV. Library and museum
  - A. Book storage
  - B. Work room for projects
- V. Recreation hall
  - A. Stove and fireplace
  - B. Piano
  - C. Folding chairs
- VI. Auditorium (Old Barn)
  - A. Raised stage
  - B. Circulating heater
  - C. Suitable for indoor games
- VII. Grounds
  - A. Parade grounds
  - B. Baseball field and basketball court
  - C. Horseshoe pits
  - D. Outdoor chapel
  - E. Obstacle course
  - F. Campfire or cookout areas
  - G. Pool

In addition to these many facilities, the camp has the following full-time personnel on the site:

(1) One director

(2) One maintenance man (During the summer he has several high school helpers.)

(3) Three cooks

Camp session data. Last school year (1966-67) the Highline School District sent 2,410 sixth grade children to Camp Waskowitz. This was accomplished by having two sections--one in the fall and the other in the spring--with a total of seventeen weeks of camp operation. The length of each session is five days, and an average of one hundred-forty campers are accommodated during this period with ten staff members. Each teacher accompanies his class; plus, three high school students for each class, or one per every twelve students, act as counselors for the session.

The cost for each child to attend camp is twelve dollars for the five days, which is paid by the student. This fee includes housing and food, plus transportation. The only additional expense to the student is some form of health and accident insurance obtained before attending camp.

Teachers and high school counselors pay no fees for they are considered part of the instructional staff. The teachers are given fifty dollars to help finance additional clothing that may be needed and for the extra work hours for the week.

The health services are restricted to first aid treatment by an individual on the site who holds a valid Red Cross First Aid Card. The Highline School District nurse periodically checks all first aid equipment at the camp. The procedure is to immediately call the parents if any accident that requires treatment should occur. The camp has also made arrangements for emergency treatment at the hospital in North Bend, Washington.

Cost of the outdoor education program. The outdoor education program at Camp Waskowitz is only one part of the total Camp Waskowitz camping situation. The camp is in use nine months of the year beginning in early March and continuing until late November. The total camp operating budget was not made available; however, the following figures represent the budget procured in the 1967 spring eight-week section:

Revenue

Student fees	\$12,000.00
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Expenses

Water is provided by wells and camp  
disposes of their own garbage.

Lights	\$ 480.00
--------	-----------

Fuel	480.00
------	--------

Cooks' salaries	1,500.00
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Food cost	6,076.00
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Rent (\$66.00 per day)	<u>3,389.00</u>
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Total	\$11,925.00
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If one is to consider only the outdoor education program, it is obvious that this program is not totally self-sufficient. It is therefore assumed that the sub-leasing makes up the difference for the costs of the site, director's salary, maintenance man salary, maintenance, site improvement, site insurance, taxes, etc.

The charges for sub-leasing to organizations are as follows:

- (1) \$1.50 per night (24 hours) per person,
- (2) Or \$1.75 per night per person if the pool is used,
- (3) Plus about \$1.00 per meal per person depending on type of menu desired,
- (4) And \$15.00 per night per group for utilities.

Conclusion. According to Austin Huhn, many more school districts are initiating outdoor education programs, and the available sites are decreasing. This causes the price of leasing to increase, and available dates become less desirable. Therefore, the Highline School District is fortunate to own its outdoor education facility--especially, a facility that is so complete. Because of district ownership they can offer the children the best weeks of camping at a reasonable cost. In addition, the desirability of Camp Waskowitz for leasing is of such a nature and quality that many improvements are provided by the leasees to help make this camp site so complete.

#### IX. SUMMARY OF FINDINGS

The following information is a summary derived from eight interviews with individuals regarding the financing of outdoor education in the school districts of which they are employed.

1. District enrollment of the eight school districts vary from 1,125 to 30,588.
2. The total number of children attending outdoor education programs covered in this study was 5,693.
3. Eight school districts were included in this study--five from western Washington and three from eastern

Washington. The districts in western Washington have the largest enrollments.

4. Only two school districts own their outdoor education site. One of these sites was purchased (Highline), the other a gift from a private organization (Omak).

5. The majority of the programs are offered during the spring. One school district (Kent) has only a fall program, while two districts (Bellevue, Highline) offer both spring and fall sessions to allow limited facilities to handle the large number of students.

6. Most resident outdoor education programs are five days in length with two school districts (Bellevue, Ellensburg) being four days in length.

7. In most programs only the sixth grade children are sent to camp. There are two situations that vary; one (Ellensburg) sends both fifth and sixth grade children, and the other (Bellevue) sends only the fifth grade.

8. The average number of children per session for all school districts was 92 with a range of 28 to 140.

9. The number of children from each school district attending camp each year is related to the size of the school district with 2,410 children attending from the largest district, and 100 children from the smallest. This is true for all the districts in the study except two (Ellensburg, Edmonds) which have limited programs.

10. Fees charged the children attending camp vary from \$2.50 to \$15.00 per child with an average of \$9.18 for each child.

11. The costs to the school districts to send a child to camp average \$5.71, although two school districts contribute no financial assistance other than transportation.

12. The total cost per child to attend school camp varies between \$10.00 and \$30.27 per child--with an average of \$16.10 for each child attending.

13. Additional costs to school districts conducting an outdoor education program include: (a) site maintenance (only one district must meet this payment), and (2) transportation. Seven of the eight districts interviewed assume the cost of transportation, while the eighth district includes the cost of transportation as a part of the outdoor education budget.



TABLE I  
COMPARATIVE DATA OF FINANCING OUTDOOR EDUCATION  
OF EIGHT PUBLIC SCHOOL DISTRICTS  
IN WASHINGTON STATE

District	District Enrollment Grades K-12	Camp Ownership	Camping Season	Length of Stay at Camp	Grade Level of Children	Number of Children in Each Session	Total Number of Children Attending	Fee Charged Per Pupil	Cost to School District Per Pupil	Total Cost Per Pupil to Attend Camp	Additional Expenses Paid by District
CASHMERE	1,125	lease	1 week	5 days	6th	100	100	\$10.00	none	\$10.00	Transportation Site Maintenance Transportation
OMAK	1,423	owner	4 weeks	5 days	6th	28-30	125	\$7.50	\$5.30	\$12.80	Transportation
ELLENSBURG *	3,174	lease	2 weeks	4 days	5th 6th	50-55	105	\$10.25	\$ .91	\$12.54 <sup>+</sup>	Transportation
AUBURN	7,360	lease	4 weeks	5 days	6th	120	525	\$9.00	\$6.04	\$15.88 <sup>++</sup>	Transportation
KENT	9,280	lease	9 weeks fall	5 days	6th	90-100	850	\$15.00	\$15.27	\$30.27	Transportation
BELLEVUE	19,074	lease	8 weeks fall 7 weeks spring	4 days	5th	120	1648	\$6.75	\$18.13	\$24.88	None
EDMONDS *	25,682	lease	1 week	5 days	6th	130	130	\$2.50	none	\$10.00 <sup>+++</sup>	Transportation
HIGHLINE	30,588	owner	8 weeks spring 9 weeks fall	5 days	6th	140	2410	\$12.50	unknown	\$12.50(?)	Transportation plus unknown
Averages						92		\$9.18	\$5.71	\$16.10	

\* Limited program; does not include entire district

<sup>+</sup> Difference made up by Central Washington State College funds

<sup>++</sup> Difference made up by funds from camp store

<sup>+++</sup> Difference made up by fund raising programs

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of the study was to determine the policies and practices of financing outdoor education camp programs of eight public school districts within Washington State, with the idea of presenting the information so that other school districts may profit from the information and embark upon outdoor education programs of their own.

The method of the study was to interview the individuals responsible for the outdoor education program of their school districts to derive the following specific information: (1) What is the school district's philosophy concerning outdoor education? (2) What type of outdoor education program is offered? (3) What does it cost to operate the outdoor education program? and (4) What is the source of income? With this information compiled and summarized, conclusions have been made and recommendations suggested.

## II. CONCLUSIONS

The following are conclusions drawn from this study:

1. It is possible to maintain a resident outdoor education program at no expense to the school district other than transportation.

2. The cost of transportation need not be assessed to the outdoor education budget because it is ninety per cent reimbursed by the state (32:113-14).

3. The size of the school district has little to do with the expense in maintaining an outdoor education program.

4. The outdoor education program does not depend on how much money is spent, but, instead, on the philosophy of the district offering the program.

5. No two outdoor education programs are identical. Each is unique in its location and in the philosophy of the district offering the program.

6. The resident programs offered vary in cost from \$10.00 to \$30.27 per child per week; however, it is difficult to assess which program offers the greatest educational opportunities in terms of money spent.

7. In many of the school camps (seven of the eight interviewed), high school students serve as counselors,

providing the students with a valuable experience interacting with smaller children, and sharing responsibility.

8. All teachers attend camp with their children--some taking an active role in instruction, and others only observing.

9. It is apparent through this study that outdoor education is rapidly expanding, indicating that the objectives outdoor education seeks to fulfill should possibly be made available to every child. In this case the program must eventually become tax supported as are other school functions.

### III. RECOMMENDATIONS FOR FURTHER STUDY

The results of this study have suggested additional areas that need investigating--the results of which would be an asset to school districts embarking upon an outdoor education program. These recommendations for further study are:

1. To determine the methods that facilities (such as, buildings and equipment) and land for outdoor education may be acquired by public school districts.

2. To investigate all available sites for use by public schools for outdoor education; and for those sites that are not available because of policy, determine what

procedures would be necessary to make them available for public school use.

3. To determine how rapidly public school outdoor education has grown during the past ten to thirty years in Washington State.

4. To survey all public school districts in Washington State that maintain either resident or day camps to determine the cost of such programs.

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## **APPENDIX A**

May 8, 1967

Dear \_\_\_\_\_,

I am presently a graduate student at Central Washington State College obtaining a Master's Degree in Education with an emphasis in administration and supervision. For partial fulfillment of the requirements for this degree, I have elected to do a thesis on the financing of outdoor education-conservation school camp in Washington State. The chairman of my thesis committee is Dr. Roy Ruebel, Professor of Education.

I believe that outdoor education renders a prominent role in the curriculum of the modern elementary school and that more schools should offer such programs for their youth. It is my hope that the results of this thesis will aid more school districts to embark upon a program of outdoor education-conservation.

I realize this is a busy time of year for you, but I ask your help in determining the policies and practices of financing the outdoor education program your school district operates. I would like to do this through a person interview of about thirty to forth-five minutes; therefore, it would be appreciated if you would mark the best time and

date for you on the enclosed card. Please return the card as soon as possible for it will facilitate scheduling interviews with other districts.

I truly appreciate your cooperation and assistance in this matter.

Sincerely,

Jan E. Baldi (Mr.)

## **APPENDIX B**

Please check the time and date that is most convenient with your schedule. It will be helpful to indicate a first and second choice.

Friday, June 2nd 9:00 \_\_\_\_\_ 11:00 \_\_\_\_\_ 1:00 \_\_\_\_\_  
3:00 \_\_\_\_\_

Saturday, June 10th 9:00 \_\_\_\_\_ 11:00 1<sup>st</sup> 1:00 2<sup>nd</sup>  
3:00 3<sup>rd</sup>

Please sign Jill Matthias

I will send you a letter of date confirmation.

Please note: The signature has been redacted due to security reasons.



THIS SIDE OF CARD IS FOR ADDRESS

U.S. POSTAGE

Mr. Jan E. Baldi  
1803 North Walnut  
Ellensburg, Washington 98926

## APPENDIX C

June 4, 1967

Dear \_\_\_\_\_,

This letter is to confirm my interview date with you on Saturday, June 10th, at eleven o'clock (11:00), so that I may determine the policies and practices of financing the outdoor education program your district operates.

I feel that it would be advantageous to both of us if I inform you of some of the explicit data about which I will inquire. The following is a brief list:

1. exact source of all revenue
2. history of your school camp
3. data concerning the program offered
4. the budget within which your camp operates
  - a. initial capital outlay (buildings, land, equipment)
  - b. operational expenses

I am looking forward to the interview this Saturday.

Sincerely,

Jan E. Baldi (Mr.)



## APPENDIX D

June 20, 1967

Dear \_\_\_\_\_,

This is a letter to thank you for the time you spent with me discussing the financing of outdoor education, and school camps in general--and for all the printed material concerning your camp program. It was truly a profitable experience for me.

It is my intent to complete this study in August and, at that time, I will send you a summary of my findings.

Sincerely,

Jan E. Baldi (Mr.)

## APPENDIX E

## REVENUE

- I. Fees and charges \$ \_\_\_\_\_
- II. Local board appropriations \$ \_\_\_\_\_
- III. State appropriations \$ \_\_\_\_\_
- IV. Federal appropriation (aid) \$ \_\_\_\_\_  
(Title \_\_\_\_\_)
- V. Gifts and grants \$ \_\_\_\_\_ (Organization \_\_\_\_\_)
- VI. Other income (if more than 5% of total income  
\$ \_\_\_\_\_)
- Total Revenue \$ \_\_\_\_\_

## CAMP DATA

- I. Name of school district and camp \_\_\_\_\_
- II. Location \_\_\_\_\_
- III. History
- A. Why? \_\_\_\_\_
- B. When began? \_\_\_\_\_
- C. Changes in program over the years \_\_\_\_\_
- IV. Program Data
- A. Size of district total population \_\_\_\_\_
- B. District enrollment \_\_\_\_\_
- C. Children in camp each year \_\_\_\_\_
- D. Age of children \_\_\_\_\_

- E. Camping season \_\_\_\_\_ (weeks)
1. Length of camp session \_\_\_\_\_ (days)
  2. Number of campers per session \_\_\_\_\_
  3. Number of staff \_\_\_\_\_

#### BUDGET

#### I. Initial Capital Outlay

- A. Land \$ \_\_\_\_\_ (total expense)
1. Type of financing \_\_\_\_\_ (bonds)
  2. Length of financing \_\_\_\_\_ (years)
  3. Annual premiums \_\_\_\_\_
  4. Interest rate \_\_\_\_\_
- B. Buildings \$ \_\_\_\_\_ (total cost)
1. Type of financing \_\_\_\_\_
  2. Interest rate \_\_\_\_\_
  3. Length of financing \_\_\_\_\_
  4. Depreciation \_\_\_\_\_
- C. Equipment \$ \_\_\_\_\_ (total expense)
1. Type of financing \_\_\_\_\_
  2. Length of financing period \_\_\_\_\_  
(years)
  3. Interest rate \_\_\_\_\_

4. Depreciation \_\_\_\_\_

II. Maintenance and Operation Costs

A. Administration \$\_\_\_\_\_ (total expense)

1. Directors' salaries \$\_\_\_\_\_

2. Office expenses \$\_\_\_\_\_

B. Instruction \$\_\_\_\_\_ (total expense)

1. Counselors' salaries \$\_\_\_\_\_

2. Instruction supplies \$\_\_\_\_\_

C. Utilities \$\_\_\_\_\_ (total expense)

1. Telephone \$\_\_\_\_\_ (year)

2. Water \$\_\_\_\_\_ (year)

3. Lights \$\_\_\_\_\_ (year)

4. Fuel \$\_\_\_\_\_ (year)

D. Maintenance \$\_\_\_\_\_ (total expense)

1. Salaries \$\_\_\_\_\_ (year)

2. Sanitation \$\_\_\_\_\_ (year)

3. Roads \$\_\_\_\_\_ (year)

4. Building (depreciation) \$\_\_\_\_\_ (year)

5. Grounds \$\_\_\_\_\_ (year)

6. Other \$\_\_\_\_\_ (year)

E. Insurance \$\_\_\_\_\_ (total expense)

1. Fire \$\_\_\_\_\_

2. Theft \$\_\_\_\_\_

3. Liability \$\_\_\_\_\_

4. Others \$\_\_\_\_\_

F. Transportation expenses \$\_\_\_\_\_

G. Food Service \$\_\_\_\_\_ (total expense)

1. Salaries \$\_\_\_\_\_

2. Food costs \$\_\_\_\_\_

3. Supplies \$\_\_\_\_\_

4. Others \$\_\_\_\_\_

H. Health Service \$\_\_\_\_\_

1. Salaries \$\_\_\_\_\_

2. Supplies \$\_\_\_\_\_

3. Others \$\_\_\_\_\_

I. Miscellaneous \$\_\_\_\_\_ (total expense)

1. Rent \$\_\_\_\_\_

2. Laundry \$\_\_\_\_\_

3. Camp store \$\_\_\_\_\_

4. Social security \$\_\_\_\_\_

5. Others \$\_\_\_\_\_

### III. Operating Expense Summary

A. Total income \$ \_\_\_\_\_

B. Total expenses \$ \_\_\_\_\_

C. Excess of income over expenses \$ \_\_\_\_\_

Other comments: